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ABSTRACT

This report presents a broad preliminary examination of parent involvement in eight early childhood education programs in the School District of Philadelphia: Child Care, Follow Through, Follow Through Expansion, Get Set Day Care, Kindergarten, Parent Cooperative Nurseries, Prekindergarten Head Start, and Primary Skills. Data were collected from September 1976 through May 1977, using a reporting form developed for the evaluation. Questionnaires were completed by people in different job classifications (teachers, social workers, parent advisory committee chairpersons, etc.). Data collected include rate of questionnaire return, function of the main parent group, extent of parent participation in meetings, parent volunteer time, and types of volunteer roles. Results showed a tendency for program-specific organizations to view their major function as participating in and/or planning educational activities, while programs without specific parent organizations tended to view their major function as fund raising. The appendices, which comprise more than half of the document, contain The Quarterly Parent Involvement Questionnaire, and data for each of the eight programs reviewed. (SB)

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STUDY OF
PARENT INVOLVEMENT
IN
EARLY CHILDHOOD EDUCATION PROGRAMS

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Report Number 7844

October, 1977

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ABSTRACT

Parent involvement activities were documented through site reports from each Early Childhood Education Program site. Some of the programs had their own parent organizations, while others relied upon the Home and School Associations exclusively. Results showed a tendency for program-specific organizations to view their major function as participating in and/or planning educational activities, while programs without specific parent organizations tended to view their major function as fund raising.

A comparative description among programs revealed four major influences on the relative amount and use of parent volunteer time. Generally, parents contributed most time to work in the classroom. In those programs which provided some form of day care service (Get Set and Child Care), parents tended to spend more time after work hours in meetings and workshops. Parents of prekindergarten children tended in general to give more time to the program than did parents of school-age children. Parents also tended to give more time to those programs which had their own parent organizations than to those which depended solely upon the school's parent associations. Finally, in the case where parent volunteerism was required for participation of the children in the program, i.e., Parent Cooperative Nurseries, the relative amount of parent time spent working in the program far exceeded that in all other programs.

A STUDY OF PARENT INVOLVEMENT IN
EARLY CHILDHOOD EDUCATION PROGRAMS

INTRODUCTION

One aspect of educational programs not always recognized is the involvement of parents. This report provides a broad, preliminary examination of parent volunteerism in eight Early Childhood Education programs in the School District of Philadelphia: Child Care, Follow Through, Follow Through Expansion, Get Set Day Care, Kindergarten, Parent Cooperative Nurseries, Prekindergarten Head Start, and Primary Skills.

Follow Through is the "original" Follow Through Program in the Philadelphia School District with seven instructional models. Kindergarten refers to the composite of all kindergarten classes which are not also part of other programs such as Follow Through.

The programs vary in pupil population (from 500 in Parent Cooperative Nurseries to 17,000 in Kindergarten) and serve different age groups and grade levels. Four of the programs are federally funded (Follow Through, Follow Through Expansion, Get Set Day Care, and Prekindergarten Head Start), while the others are State and locally funded programs.

The Purpose

The study was conducted to develop a broad, comparative perspective about the amount and kinds of parent involvement in Early Childhood Education Programs. The focus was on the roles volunteers played and the workshops they attended. Characterizations of parent involvement are based upon the relative numbers and topics of parent workshops, the number of parents attending workshops and other meetings, the number of parent volunteer hours, and the relative emphasis given to different aspects of volunteer time.

Data Collection

To gather the necessary data, a reporting form (Quarterly Parent Involvement Questionnaire) was developed for use in all eight programs (see Appendix A). Data were collected from September, 1976 through May, 1977. The first quarter spanned the period of time from September through December, the second from January through March, and the third from April through May.

The questionnaires were distributed and completed by people in different job classifications, depending upon the program. In Child Care and Parent Cooperative Nurseries, the forms were completed by the teachers. Similarly, the forms were completed by the head teachers and social workers for the Get Set program. The Parent Involvement workers were the respondents for the Head Start program. The Field Associates and Parent Advisory Committee (PAC) chairpersons completed the forms for Follow Through, and the Resource Teachers completed the forms for the Follow Through Expansion and Primary Skills programs. Finally, the principals and/or kindergarten teachers completed the questionnaire for the Kindergarten program.

The Kindergartens in District 8 did not participate in this study since their parent groups are not used to providing the type of data requested, and do not keep records of the information sought.

Analysis

The technique used to analyze parent involvement data was basically a simple comparison of averages. Since the programs varied in size, as did the individual sites, a procedure was adopted to compute a mean value representing the number of hours volunteered by parents. This mean value

the average volunteer time per site per quarter. In one case, this value was further elaborated by determining an average amount of volunteered time per parent in each program.

Since the data were completed by persons in different job capacities, and since some sites were more careful than others to report each quart, an attempt was made to reduce the influence of error on the comparisons by rank ordering information within each program, and then comparing the patterns of ranks among programs. This provided a general basis for seeking similarities and differences while ignoring the absolute amounts more subject to error.

Structure of the Report

The report was structured so that a comparison among programs was made for each major question. Each question was examined either to reveal differences in structure and emphasis or to consider ranges in amount. Following the presentation of findings, the influences upon parent involvement were summarized in the conclusions. Each programs' responses were considered separately without comparison in a set of appendices supplementing the main report.

FINDINGS

These findings, which begin with the rate of return, examine the major parent involvement issues for the eight early childhood programs. Patterns and practices are displayed and compared among programs. Specific program results are found in the supporting appendices.

Rate of Return

The percentage of questionnaires returned was 58% overall. For individual programs the rates varied from 29% (Get Set Day Care) to 100%

(Follow Through and Prekindergarten head Start). All of the rates are found in Table 1.

Function of the Main Parent Group

According to respondents, the Early Childhood Education Programs which had program specific parent groups at the site level were Child Care, Follow Through, Get Set Day Care, Parent Cooperative Nurseries, and Prekindergarten Head Start. Parents of the Follow Through Expansion, Kindergarten, and Primary Skills programs participated only in the Home and School Associations of their respective schools.

TABLE 1
PARENT INVOLVEMENT
PERCENTAGE OF QUESTIONNAIRES RETURNED

Early Childhood Programs	Number of Centers	Total Expected (Sites x 3 Quarters)	Total Returned	Percentage Returned
Child Care	16	48	38	79
Follow Through	18	54	54	100
Follow Through Expansion	28	84	78	93
Get Set Day Care	92	276	81	29
Kindergarten ¹	112	336	152	45
Parent Cooperative Nurseries	22	66	53	80
Prekindergarten Head Start	18	54	54	100
Primary Skills	17	51	50	96
Overall	323	969	560	58%

¹ Does not include District 8

Two of the programs' parent groups had multiple major functions¹, while the six others had single major functions. Prekindergarten Head Start's parent group had three major functions: Planning Education Activities, Fund Raising and Planning Social Activities. Follow Through's parent groups had two major findings: Fund Raising and Planning Educational Activities.

Parent Cooperative Nurseries' parent group had as its major function the Participation in Education Activities (such as helping in the room). Child Care had Planning Social Activities as the major function of its parent group. The remaining four programs' parent groups all had Fund Raising as their major function.

Extent of Parent Participation in Meetings

The program sites were asked to report the number of different parents who attended meetings or activities each quarter. The term "different parent" simply meant that there was to be a single, unduplicated count of the number of parents who had attended at least one meeting or participated in at least one activity during the quarter.

The average number of different active parents per site per quarter ranged from 16 in Follow Through Expansion to 55 in Follow Through (see Table 2). Since these averages are partially dependent upon the size of the site population, a second calculation was made to show the percentage of families active each quarter for the average site. These values ranged from 4% for Follow Through Expansion to 100% for Parent Cooperative Nurseries. These figures are also found in Table 2.

¹ A "major function" was named when a substantial number of returns indicated that parents spent a great deal of time on that function.

TABLE 2
EARLY CHILDHOOD EDUCATION PROGRAM
FAMILIES ATTENDING ONE MEETING OR ACTIVITY PER QUARTER

Early Childhood Programs	Average Number of Families Per Site	Average Number of Parents Attending Meetings Per Site Per Quarter	Percentage of Families Attending Per Site Per Quarter
Child Care	90	35	39%
Follow Through	260	55	21%
Follow Through Expansion	394	16	4%
Get Set Day Care	43	30	70%
Kindergarten ¹	97	38	39%
Parent Cooperative Nurseries	21	21	100%
Prekindergarten	41	24	59%
Head Start			
Primary Skills	225	30	13%

¹ Does not include District 9.

Parents' Volunteer Time

The total hours volunteered to various activities and to attending workshops and meetings were reported from each site. An overall characterization of this information is discussed here, while variations in patterns within the data are discussed later.

The total amount of time volunteered was most subject to reporting errors, so the figures were averaged for a quarter per site. The lowest average time volunteered was under 220 hours per quarter per site in Child Care and Kindergarten while the highest average was (1652 hours) in Primary Skills. Figures for all the programs are found in Table 3.

Since these averages were subject to bias depending upon the average number of children per site, a further refinement was made and resulted in the Parent Involvement Index, an average number of hours per parent volunteered to the program each quarter. The values range from slightly over an hour in Follow Through Expansion to approximately thirty-two hours in Parent Cooperative Nurseries.

TABLE 3
INDEX OF PARENT VOLUNTEER HOURS
ACCORDING TO THE NUMBER OF FAMILIES PER SITE
ACROSS EARLY CHILDHOOD PROGRAMS

Early Childhood Programs	Average Number of families Per Site	Average Volunteer Hours per Site per Quarter	Parent Involvement Levels (Hours per quarter per parent)
Child Care	90	214	2.38
Follow Through	260	1110	6.65
Follow Through Expansion	394	453	1.15
Get Set Day Care	43	312	7.26
Kindergarten ¹	97	217	2.24
Parent Cooperative Nurseries	21	674	32.10
Prekindergarten	41	640	15.61
Head Start			
Primary Skills	225	1652	7.34

¹ Does not include District 8.

Types of Volunteer Hours. Parent groups assumed different roles in the programs, as revealed by the distribution of their time. To avoid misinterpretation, no reported hours of time were compared further, but the rank order of time spent was examined among programs to determine patterns of volunteer time. Commonalities among the rank orders were further explored.

First of all, for each program the types of volunteer time reported were ranked from high to low, and then grouped into three rank categories on Table 4. "High" represented the most volunteer hours and, as can be seen, tended to be "classroom participation" and "workshops." "Medium" tended to consist of attending "general meetings," helping on "class trips," and doing "home volunteer work." "Low" represented the fewest hours volunteered, and consisted of "planning policies" and "other" volunteer hours. Some activities of the parents were handled by a sub-group rather than the general population. For Example, planning policy was typically a sub-group activity, the results of which could be brought to general meetings for further action or discussion.

TABLE 4
PROGRAM VOLUNTEER HOURS RANKED
HIGHEST TO LOWEST ACROSS EARLY
CHILDHOOD PROGRAMS

Rank	Child Care	Follow Through	Follow Through Expansion	Get Set Day Care	Kindergarten	Prekindergarten Head Start	Parent Coop-Nurseries	Primary Skills
High	Other General Meetings	Classroom Participation Workshops	Classroom Participation Workshops	General Meetings Workshops	Classroom Participation Workshops	Classroom Participation General Meeting	Classroom Participation Workshops	Classroom Participation Workshops
Medium	Workshops Classroom Participation Class Trips	Class Trips General Meetings Home Volunteer Work	Class Trips General Meetings Other	Classroom Participation Class Trips Home Volunteer Work	General Meetings Class Trips Home Volunteer Work	Workshops Home Volunteer Work Class Trips	General Meetings Class Trips Home Volunteer Work	General Meetings Other Class Trips
Low	Home Volunteer Work	Planning Policy Other	Planning Policy Home Volunteer Work	Other Planning Policy	Planning Policy Other	Planning Policy Other	Planning Policy	Home Volunteer Work Planning Policy

Parent Workshops

Attendance at workshops was included as a single category within parent volunteer time. A closer examination of workshops can be of interest since the nature of the workshops reveals more about the program emphasis. This examination was done for two aspects of the data: the number of workshops and the amount of time spent in the workshops. For both aspects, only the patterns in rank order were considered.

Number of Workshops. The number of workshops reflect the program emphasis by roughly equating frequency with emphasis. In Table 5, the types of workshops were placed in rank order for each program, and then categorized by High, Medium, and Low labels. The category "High" was typically represented by "Educational" workshops. "Medium" consisted of "Growth and Development," "Social Service," and "Planning Policy." The lowest level was comprised of "Other" and "Career" workshops.

Hours Spent in Workshops. Similarly, the hours spent by parents in workshops were used to rank order types of workshops within each program. (See Table 6.) These ranks were further condensed into three major groups. The highest of these consisted of "Educational" workshops. "Medium" was represented by "Growth and Development," "Planning Policy," and "Social Service." The third level was "Other" and "Career" workshops.

TABLE 5
TYPES OF PROGRAM WORKSHOPS RANKED HIGHEST
TO LOWEST FOR EACH EARLY CHILDHOOD PROGRAM

Rank	Child Care	Follow Through	Follow Through Expansion	Get Set	Kindergarten	Parent Cooperative Nurseries	Prekindergarten Head Start	Primary Skills
High	Education	Education	Education	Social Service	Education	Education	Growth and Development	Education
Medium	Social Service	Planning Policy	Growth and Development	Education	Planning Policy	Planning Policy	Growth and Development	Education
	Planning Policy	Career	Other	Growth and Development	Growth and Development	Social Service	Other	Growth and Development
	Growth and Development	Growth and Development	Career	Planning Policy	Planning Policy	Growth and Development	Social Service	Social Service
Low	Career	Social Service	Social Service	Other	Social Services	Other	Education	Planning Policy
	Other	Other	Planning Policy	Career	Career	Career	Career	Other

TABLE 6
PROGRAM WORKSHOP HOURS RANKED HIGHEST TO LOWEST
ACCORDING TO HOURS VOLUNTEERED

Rank	Child Care	Follow Through	Follow Through Expansion	Get Set	Kindergarten	Parent Cooperative Nurseries	Prekindergarten Head Start	Primary Skills
High	Education	Education	Education	Education	Education	Education	¹ Other	Education
	Social Service	Planning Policy	Other	Social Service	Growth and Development	Social Service	Planning Policy	Social Service
Medium	Growth and Development	Growth and Development	Growth and Development	Other	Planning Policy	Growth and Development	Growth and Development	Career
	Planning Policy	Social Service	Social Service	Growth and Development	Other	Planning Policy	Education	Growth and Development
Low	Career	Career	Planning Policy	Planning Policy	Social Service	Career	Social Service	Other
	Other	Other	Career	Career	Career	Other	Career	Planning Policy

¹ Health Workshops

SUMMARY AND CONCLUSIONS

The pattern of how parents spend their volunteer time seemed to indicate that their predominant roles were both as educators and learners. (they primarily helped in the classrooms and received training through workshops). Child Care and Get Set Day Care parents had a different pattern, however. They tended to participate more in meetings, workshops, and other activities outside of the classroom. This stands to reason since the program required that they (the parents) needed to have their children cared for in order to work or participate in training.

A secondary role which emerged was that of program supporter. This role was characterized by attending meetings, helping on class trips, and doing home volunteer work (helping on activities at home for the classroom). The third level parent role (according to time) tended to be that of advisor.

The rank orders of the types of workshops (both for numbers of workshops and hours spent in workshops) tended to complement the above. That is, workshops seemed to focus upon preparing the parent to work in the classroom. Of a secondary nature were workshops educating the parents about non-educational matters (self and the community) and having parents make decisions. Of least concern, strictly according to frequency and time, was parent career development.

Four major influences were recognized as affecting the amount of parent involvement: age of children in program, parent employment (working parents), presence of a specific program-sponsored parent group, and required parent participation. Early Childhood Education Programs whose participants primarily are preschool children tended to have more overall parent involvement than did

the other programs. Parent Cooperative Nurseries and Prekindergarten Head Start, had an average of more volunteer hours per family than did the other programs.

Child Care and Get Set Day Care both had fewer volunteer hours given in the classroom than did the other programs proportionally, but the parents spent more time helping outside the classroom. In both of these programs, parents generally were to be seeking or maintaining employment.

The programs which sponsored their own parent groups rather than relying solely upon the more general Home and School Associations of the schools had higher parent involvement indices than did the other programs.

Finally, the Parent Cooperative Nurseries program clearly had obtained the greatest amount of parent time, including total hours, even though it was a relatively small program. Since Parent Cooperative Nurseries required each family to participate one day per week, it seemed that this requirement had the greatest influence upon parents' time. However, it must be recognized that this time is not strictly "volunteer" time as in the other programs.

APPENDIX A

Early Childhood Evaluation Unit - Quarterly Parent Involvement Questionnaire

The following questionnaire is the Early Childhood Evaluation Unit-Quarterly Parent Involvement Questionnaire, which is designed to document parent involvement on a quarterly basis, and to uniformly collect data across all Early Childhood Programs. It is understood that different programs have different parent involvement goals, and where some questions are not applicable to your program, please indicate in the spaces provided. You may elect to add additional information on the back of the questionnaire to further describe activities and events. Your help in answering this questionnaire will be greatly appreciated.

Directions for Completing Questionnaire

If an item is not applicable, please use NOT applicable codes when provided.

Questions 1-5 - Circle one response for each question.

Please note that question 5 asks for the main parent group.

Question 6 - Please mark one response for each parent activity. If you have other activities, please specify in the "OTHER" category.

Question 7 - Circle 1 for "YES" or 2 for "NO." If "YES" please identify the group and explain how they worked with the parent group or in the classroom.

Questions 8,9,10,11 - Enter leading zeros whenever the number to be reported is smaller than the space provided.

Question 8 - Example: Suppose nine different parents attended at least one meeting or affair; your entry should look like this: 0 0 9.

Question 9a - Example: If seven volunteers attended a 3 hour planning policy session for a total of 21 hours; your entry should look like this:

Planning Policy	# Hours
	<u>0</u> <u>0</u> <u>2</u> <u>1</u>

Question 9b - Example: This question should be filled out the same as 9a but with the number of workshops included for each category. If 10 people attend a 2 hour workshop; your entry should look like this:

# Hours	# Workshops
<u>0</u> <u>0</u> <u>2</u> <u>0</u>	<u>0</u> <u>1</u>

Question 10 - Example: Perhaps 5 of the 10 workshops were provided by your program, i. e., 50% of the total number of workshops listed in 9b; your entry should look like this:

#	Percentage
<u>0</u> <u>5</u>	<u>0</u> <u>5</u> <u>0</u> %

Question 11 - This question is to be filled out for the total year and handed in during the last quarter, i. e., May 1977. If 9 program parents have held jobs as supervisors; your entry should look like this:

Supervisor 0 9

Please detach the cover directions and Question 11 before returning the questionnaire.

Early Childhood Evaluation Unit -
Quarterly Parent Involvement Questionnaire

1 LOG # _____

Center/School _____

Directions: For each item circle one response code, otherwise enter a number as indicated.

1. <u>PROGRAM</u>		3. <u>OPTION</u>	
	Child Care 1		Option 1..... 1
2	Durham Infant Toddler 2		Option 2..... 2
	Follow Through 3		Option 4..... 3
	Follow Through Expansion 4		Option 5..... 4
	Get Set Day Care 5		Not Applicable..... 5
	Prekindergarten 10 - Month Head Start 6		
	Parent Coop Nurseries 7	4.	<u>QUARTER BEING REPORTED</u>
	Primary Skills Program 8		September to December..... 1
	Regular Kindergarten 9		January to March..... 2
			April and May..... 3
2. <u>MODEL</u>			
	Bank Street 1	5. What is the main parent group that program parents are involved in at the site level?	
3	Behavioral Analysis 2		
	Bilingual - Bicultural 3	Center or School Parent Committee/Group (Child Care, Durham Infant Toddler, Head Start, Follow Through, Parent Coop) 1	
	EDC 4	Home and School Association 2	
	Florida Parent 5	Title I Parent School Committee 3	
	Parent Implemented 6	Kindergarten-Counselor Project 4	
	Philadelphia Process 7		
	Not Applicable 8		

6. FUNCTION OF THE MAIN PARENT GROUP

For the activities below, indicate the amount of time your parent group spends on each, by circling the appropriate code.

		NOT APPLICABLE	LITTLE OR NO TIME	MODERATE	GREAT DEAL OF TIME
7	a. Making input into policy decisions, budget, etc.	1	2	3	4
8	b. Participating in and/or planning of educational activities-trips etc.	1	2	3	4
9	c. Attending sessions in: Home economics - nutrition home budgeting, sewing classes	1	2	3	4
10	d. Participating in and/or planning of social activities, plays, concerts	1	2	3	4
11	e. Fund raising-cake sales, bazaar, book fairs	1	2	3	4
12	f. Other (please specify).	1	2	3	4

7. Are any community groups working with parent committees or in classroom activities this quarter?

	<u>YES</u>	<u>NO</u>
13	1	2

If yes, please explain _____

8. Enter the number of different parents (unduplicated count) who attended at least one meeting, affair this quarter (one digit per space using leading zeros e. g., 0 0 9)

14 _____

9. Enter the total number of volunteer hours for each of the following:

a. <u>TYPE</u>		<u>#</u>	<u>HOURS</u>
Planning Policy	15	_____	_____
General Meetings	16	_____	_____
Classroom participation	17	_____	_____
Trips - class	18	_____	_____
Home volunteer work	19	_____	_____
Other (please specify)	20	_____	_____

- b. PARENT WORKSHOPS (enter Number of volunteers, Number of hours, and Number of Workshops)

		<u># Hours</u>	<u># Workshops</u>
Educational	21	_____	_____
Planning policy	22	_____	_____
Social services	23	_____	_____
Personal growth and development	24	_____	_____
Careers - job training	25	_____	_____
Other (please specify)	26	_____	_____

Total
Number of _____
Workshops

10. Of the total number of workshops listed in 9b above what is the number and percentage provided by your program?

27 _____ %
number percentage

This page is to be kept and handed in along with the information for the Spring Quarter (April, May).

- II. List the number of program parents who have held each type of job, in your program, at any time between September 1976 through May 1977. (We realize that most programs do not serve as employment agencies but occasionally parents may be hired as program staff.)

<u>Type</u>	<u>Number of Parents</u>		
Educational			
Supervisor	28	_____	_____
Lead Teachers	29	_____	_____
Teachers	30	_____	_____
Substitute Teachers	31	_____	_____
Aides	32	_____	_____
Substitute Aides	33	_____	_____
Assistant Teachers	34	_____	_____
Substitute Assistant Teachers	35	_____	_____
Parent Scholars (Stipend)	36	_____	_____
Other (please specify)	37	_____	_____
Health			
Nurse	38	_____	_____
Health aide	39	_____	_____
Nutritionist	40	_____	_____
Noon time aides	41	_____	_____
Other (please specify)	42	_____	_____
Social Services			
Social worker/Supervisor	43	_____	_____
Social worker assistant	44	_____	_____
Social worker aide	45	_____	_____
School community coordinator	46	_____	_____
Parent involvement coordinator/Supervisor	47	_____	_____
Parent Involvement workers	48	_____	_____
Other (please specify)	49	_____	_____
Office			
Administrator	50	_____	_____
Secretary	51	_____	_____
Other (please specify)	52	_____	_____

11. Position of person filling out form _____

CHILD CARE

The Child Care guidelines require parent participation in proposal writing, budgeting, and program review. For their children to be eligible for the program, parents must be working and/or in training. If the family income is below 85% of the State's median income, the program is free. For others, there is a sliding fee scale.

Child Care has Center Parent Associations and a City-wide Parent Advisory Board. The role of the Center Parent Association is to help with proposals and to plan workshops and meetings for parents. Individual centers set up workshops for parents at the Walnut Center, Durham, and the District 6 Advisory Center. Some parents are prepared for classroom participation through individual and group counseling and in-service participation. Parent participation is limited because the majority of parents work.

This year a Quarterly Parent Involvement Questionnaire was used to document and describe three major aspects of parent involvement in the Early Childhood Programs: the function of the main parent group, the number of workshops, and the amount of volunteer time. Data were collected for three quarters from September 1976 through May 1977. The questionnaires were distributed by supervisors and filled out by teachers. The following summarizes the data obtained from the questionnaire.

The areas which consumed a great deal of the parent committee's time were planning social activities, planning educational activities, and other functions (see Table 1).

Child Care parents were reported to supply a total of 8,115 hours, with an average of 214 hours per center per quarter (see Table 2). Classroom participation had 1,120 hours with an average of 26 hours per center per quarter (see Table 2). Overall, more time was spent in meetings or "other activities" than was spent in workshops, classroom participation or class trips. Least time was spent in home volunteer work.

A total of 1369 hours were spent in workshops with an average of 38 hours per center per quarter. The parents of the sites reported attending zero-ten educational workshops, the average being over one per site per quarter. For all types of workshops the parents of the sites reported attending one-twenty-one, the average being two per site per quarter.

TABLE 1

Child Care
Function of Main Parent Group

	No Response	Not Applicable	Little or No Time	Moderate	Great Deal of Time
Making Input into Policy Decisions, Budget, etc.	4.8*	35.7	35.7	23.8	
Participating in and/or Planning of Educational Activities/Trips		2.4	31.0	50.0	16.7
Attending Sessions in: Home Economics, Nutrition Home Budgeting, Sewing, etc.	9.5	21.4	50.0	19.0	
Planning Social Activities	7.1	7.1	31.0	33.3	21.4
Fund Raising (Cake Sales, Bazaars, Book Fairs, etc.)	4.8	4.8	31.0	47.6	11.9
Other Functions	57.1	2.4		23.8	16.7

* Table entries reflect percentages. Each row does not always total 100% due to rounding.

TABLE 2

CHILD CARE VOLUNTEER HOURS AND WORKSHOPS
1976-1977

PROGRAM SITES	Total Number Of Quarters Reported	Volunteer Hours						Workshops			
		Workshop Hours		Class Participation		All Volun. Hours		Educational Workshops		Workshops	
		Total	Mean Per Quarter	Total	Mean Per Quarter	Total	Mean Per Quarter	Total	Mean Per Quarter	Total	Mean Per Quarter
Allen	3	75	25	0	0	206	69	5	2	10	3
Blankenburg	1	160	160	30	30	313	313	1	1	3	3
Cramp	3	5	2	0	0	40	47	3	1	3	1
Forrest	3	57	19	6	2	119	40	1	0	5	2
Foxchase	1	6	6	10	10	480	480	0	0	1	1
Harrity	3	349	116	54	18	755	252	6	2	11	4
M.L.King	3	2	1	30	10	81	27	0	0	1	1
Kirkbride	3	217	72	442	147	3333	1111	3	1	5	2
McDaniel	2	61	31	14	7	103	52	8	4	21	11
Pastorius	3	2	1	0	0	29	10	1	0	1	0
Patterson	1	0	0	6	6	258	259	0	0	0	0
Rosen	2	12	6	20	10	74	37	4	2	6	3
Sullivan	3	347	116	57	19	606	202	10	3	21	7
Walnut	3	14	5	426	142	1432	477	3	1	5	2
Webster	3	30	10	25	8	254	85	0	0	2	1
Whittier	1	32	32	0	0	32	32	4	4	4	4

APPENDIX C

FOLLOW THROUGH

Follow Through has a Policy Advisory Committee (PAC) at each school and a City-wide PAC group. The role of the center PAC committee is to encourage parent involvement in all school activities, especially educational activities, in order to help parents have a greater influence on the education of their children. Parents are prepared for classroom participation through on-site training by staff developers and workshops which are held periodically on topics such as Bilingual Education, Parent/Child Contracting, Counseling, Cooking, Sewing, and Community Organization.

This year a Quarterly Parent Involvement Questionnaire was used to document and describe three major aspects of parent involvement in the Early Childhood Programs: the function of the main parent group, the number of workshops, and the amount of volunteer time. Data was collected for three quarters from September 1976 through May 1977. The questionnaires were completed by PAC chairpersons and Follow Through Field Associates.

Responses from the questionnaire indicated that the Parent Advisory Committees spent a great deal of time raising funds and participating in educational activities (see Table 1).

According to the data, Follow Through parents volunteered a total of 59,961 hours with an average of 1,110 hours per site per quarter. Classroom participation had 28,322 hours, with an average of 524 hours per site per quarter (see Table 2). Overall, parents spent most of their time in the classroom and in workshops. A second level of emphasis was placed on helping with class trips, attending meetings, and doing home volunteer work. The least amount of time was given to planning policies and "other activities."

A total of 9,465 hours were contributed to workshops with an average of 175 hours per site per quarter. These workshop hours included 125 educational workshops with an average of three workshops per site per quarter. The total number of workshops for the program was 369 workshops with an average of seven workshops per site per quarter (see Table 2).

Title I Data Reported for 1976-77

The following statements are excerpted from the 1977 Title I, ESEA report. The conclusions are based upon monthly reports rather than quarterly Parent Involvement Questionnaires. The monthly reports were specifically designed for the Follow Through program to assess its Title I Parent Involvement Component objectives.

Implementation of the parent involvement component is still at a very high level overall; the model-management system in particular is functioning effectively and policy advisory committees (PACs) are still highly active at almost all schools. Nevertheless, this component appears to be in need of some revitalization at a few of the original program sites.

(The specific objective for this year was stated as the following shows.)

A positive effect on parent involvement will be attributed to the program if both of the following subobjectives are met:

- A. The Executive Committee of the Parent Advisory Committee (PAC) at each school in the regular program will involve at least 15 other parents monthly in committee work to plan parent activities and will work jointly with at least two community action groups on projects in the course of a year.
- B. At least 70% of the parents in the program will attend one school meeting or affair during the school year and there will be at least one hour of parent volunteer time monthly to match the number of children in the program.

According to the report, this objective was not attained.

In seven of the eighteen original schools at least 15 parents other than Executive PAC Members were involved in committee work monthly; in five others between nine and fourteen were involved, but in the remaining six schools

eight or less participated. IN ten of the schools parents worked jointly with at least two community groups during the course of the year; five other schools worked with at least one community group, but the remaining three did not engage in this kind of activity.

Seventy-percent of the parents of Follow Through children had attended at least one meeting during the year at nine of the eighteen schools; at least 35% of the parents had attended in five others, but less than 35% had attended in the remaining four schools. An average of one hour per month in volunteer time to match the number of Follow Through children was obtained in five schools; six others had at least a half-hour on the average, but the remaining seven had less than this.

The parent involvement component, while continuing to be well implemented overall, is in need of renewed attention at a number of sites, as evidenced by the non-attainment of the objectives in this area.

TABLE I
Follow Through
Function of Main Parent Group

	No Response	Not Applicable	Little or No Time	Moderate	Great Deal of Time
Making Input into Policy Decisions, Budget, etc.		3.7*	20.4	48.1	27.8
Participating in and/or Planning of Educational Activities/Trips		1.9	11.1	40.7	46.3
Attending Sessions in: Home Economics, Nutrition Home Budgeting, Sewing, etc.		14.8	42.6	33.3	9.3
Planning Social Activities	1.9	13.0	7.4	40.7	37.0 .
Fund Raising (Cake Sales, Bazaars, Book Fairs, etc.)	3.7	7.4	7.4	27.8	53.7
Other Functions	75.9	5.6		9.3	9.3

* Table entrees reflect percentages. Each row does not always total 100% due to rounding.

TABLE 2

FOLLOW THROUGH VOLUNTEER HOURS AND WORKSHOPS
1976-1977

PROGRAM SITES	Total Number Of Quarters Reported	Volunteer Hours						Workshops			
		Workshop Hours		Class Participation		All Volun. Hours		Educational Workshops		Workshops	
		Total	Mean Per Quarter	Total	Mean Per Quarter	Total	Mean Per Quarter	Total	Mean Per Quarter	Total	Mean Per Quarter
Bank Street											
Dunbar	3	146	49	52	17	510	170	2	1	9	3
Elverson	3	454	151	1430	477	5308	1769	13	4	21	7
Stanton	3	295	98	633	211	1947	649	7	2	19	6
<u>Behavioral Analysis</u>											
Arthur	3	217	72	1200	400	3186	1062	5	2	6	2
Duckrey	3	750	250	3956	1319	8453	2818	7	2	9	3
Pratt Arnold	3	660	220	1115	372	2164	721	7	2	7	2
<u>Bilingual</u>											
Ferguson	3	94	31	679	226	1355	451	3	1	11	4
Ludlow	3	1956	652	1530	510	5230	1743	5	2	19	6
Waring	3	359	120	141	47	1117	372	12	4	14	5
<u>EDC</u>											
Fulton	3	793	264	3701	1234	4684	1561	11	4	25	7
Kelly	3	306	102	430	143	1400	467	5	2	8	3
Wister	3	533	178	7536	2512	12589	4196	24	8	44	15
<u>Florida Parent</u>											
Kearny	3	80	27	239	80	678	226	7	2	22	7
Nebinger	3	727	242	586	195	2024	674	39	13	51	17
<u>Parent Imp.</u>											
Harrison	3	249	83	1498	499	2364	788	7	2	17	6
<u>Phila. Pro- cess</u>											
Drew	3	568	189	826	275	2111	704	12	4	64	21
McMichael	3	432	144	1154	385	1712	571	8	3	10	3
Wilson	3	846	283	1616	539	3129	1043	12	4.0	13	4

FOLLOW THROUGH EXPANSION

The Follow Through Expansion Program does not have specific program parent groups; however, parents can participate in the Home and School Association and the Title I Parent School Committee. In addition, a Parent Scholarship program is an integral part of the Expansion Program, in which parents receive training and a stipend for classroom participation.

The program also has a Parent Involvement Coordinator who acts as a liaison between the school and community. attends meetings with community groups, develops school and community programs involving parents, plans parent staff-development programs, and encourages parents to develop self-confidence regarding the educational development of their children. Home and School Coordinators also work along with the Parent Involvement Coordinator to set up joint workshops for parents.

This year a Quarterly Parent Involvement Questionnaire was used to document and describe three major aspects of parent involvement: the function of the main parent group, the amount of volunteer time, and the number and amount of time spent in workshops. Data were collected from September 1976 through May 1977. The questionnaires were completed by Resource Teachers.

According to the reported data, Follow Through Expansion parents joined the Home and School Association. A great deal of time was spent in fund raising (see Table 1).

Follow Through Expansion parents volunteered a total of 35,364 hours resulting in 453 hours per site per quarter reported. It was reported that

parents spent 24,514 hours in classroom participation resulting in an average of 314 hours per site per quarter (see Table 2). Follow Through Expansion parents volunteered most of their time to working in the classroom and attending workshops. Their second level of emphasis was helping with class trips, attending meetings, and doing "other activities." The least amount of time was devoted to planning policy and doing volunteer work at home.

A total of 6,417 hours were reportedly spent in workshops yielding an average of 82 hours per site per quarter. These workshop hours included 320 educational workshops with an average of four workshops per site per quarter. The total number of workshops for the program was 520 with an average of seven workshops per site per quarter reported (see Table 2).

TABLE 1

Follow Through Expansion
Function of Main Parent Group

	No Response	Not Applicable	Little or No Time	Moderate	Great Deal of Time
Making Input into Policy Decisions, Budget, etc.	7.7*	70.5	17.9	3.8	
Participating in and/or Planning of Educational Activities/Trips	3.8	33.3	29.5	26.9	6.4
Attending Sessions in: Home Economics, Nutrition Home Budgeting, Sewing, etc.	3.8	57.7	21.8	12.8	3.8
Planning Social Activities	3.8	32.1	30.8	33.3	
Fund Raising (Cake Sales, Bazaars, Book Fairs, etc.)	3.8	34.6	23.1	16.7	21.8
Other Functions	67.9	23.1			9.0

* Table entrees reflect percentages. Each row does not always total 100% due to rounding.

TABLE 2

FOLLOW THROUGH EXPANSION VOLUNTEER HOURS AND WORKSHOPS
1976-1977

PROGRAM SITES	Total Number Of Quarters Reported	Volunteer Hours						Workshons			
		Workshop Hours		Class Participation		All Volun. Hours		Educational Workshops		Workshops	
		Total	Mean Per Quarter	Total	Mean Per Quarter	Total	Mean Per Quarter	Total	Mean Per Quarter	Total	Mean Per Quarter
Bethune	3	1644	548	2460	820	4183	1394	8	3	19	6
Blankenburg	3	180	60	230	77	873	291	11	4	11	4
Dick	3	15	5	250	83	282	94	6	2	8	3
Hartranft	3	44	15	300	100	365	122	0	0	40	13
Hawthorne	2	27	9	45	15	112	37	12	4	13	7
Kearny	3	80	27	94	31	296	79	21	10	39	13
Locke	3	387	129	550	183	981	327	24	8	35	12
Meade	3	127	42	2020	673	2247	749	20	7	23	8
Southwark	3	23	8	126	42	179	60	12	4	17	6
Spring Garden	3	27	9	57	19	162	54	12	4	13	4
Stanton	3	635	212	1800	600	2727	909	4	1	27	9
Taylor	3	660	220	3800	1266	4550	1517	28	9	28	9
Wister	3	27	9	70	23	101	34	12	4	13	4
Wright	3	145	48	360	120	873	291	13	4	13	4
Belmont	3	190	63	650	217	1355	452	8	3	8	3
Moffett	3	0	0	375	125	433	144	0	0	4	1
Reynolds	3	493	164	382	127	1034	345	10	3	11	4
Washington	3	78	26	1000	333	1204	401	12	4	14	5
Carver	3	235	78	255	85	823	274	9	3	17	6
East Falls	3	101	34	100	33	235	78	11	4	12	4
Kelly	3	378	126	630	210	1130	377	11	4	15	5
Rhoads	3	462	154	450	150	912	304	22	7	42	14
Smedley	3	350	117	1150	383	1910	637	30	10	40	13
Ferguson	1	6	6	625	625	637	637	3	3	3	3
Hunter	3	27	9	1375	458	2277	759	0	0	26	9
McKinley	3	20	7	2485	828	2523	841	8	3	10	3
Welsh	3	38	13	2875	958	2960	987	13	4	19	6

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APPENDIX E

GET SET DAY CARE

The State guidelines for day care encourage parent participation in Get Set. Parents are informed about opportunities for classroom participation by social workers during child interviews and at parent meetings. Policy and non-policy making bodies exist but are not mandated under Title XX guidelines. Get Set has a Parent Council at each center which plans activities for parents and children. There are also Area Councils and a City-wide Parent Council made up of two representatives from each center. Their functions are to plan educational activities and develop parent leadership to merge school and community together. Parent workshops are conducted by some centers.

This year a Quarterly Parent Involvement Questionnaire was used to gather data about three major aspects of parent involvement. Data were collected for three quarters from September 1976 through May 1977. The questionnaires were completed by head teachers and social workers, each contributing part of the information.

According to the data, the Center Parent Councils spent a great deal of time fund raising, planning social activities, and participating in educational activities (see Table 1).

Get Set parents were reported to have volunteered a total of 25,562 hours providing an average of 315 hours per center per quarter (see Table 2). Classroom participation amounted to 3,707 hours yielding an average of 46 hours per center per quarter. Parents spent most of their volunteer time attending general meetings and workshops. A second level of emphasis was placed on classroom participation, helping with class trips, and doing volunteer work

at home. The least amount of time was spent on other activities and planning policy.

A total of 5,377 hours were spent in workshops with an average of 66 hours per center per quarter. Parents of the centers attended from zero to six educational workshops with an average of one educational workshop per center per quarter. For all types of workshops, parents of the centers reported attended between zero and twenty-one, with an average of three workshops per center per quarter (see Table 2).

TABLE 1

Get Set
Function of Main Parent Group

	No Response	Not Applicable	Little or No Time	Moderate	Great Deal of Time
Making Input into Policy Decisions, Budget, etc.	2.4*	40.2	23.2	28.0	6.1
Participating in and/or Planning of Educational Activities/Trips	2.4	2.4	32.9	46.3	15.9
Attending Sessions in: Home Economics, Nutrition Home Budgeting, Sewing, etc.	4.9	31.7	46.3	15.9	1.2
Planning Social Activities	8.5	6.1	22.0	46.3	17.1
Fund Raising (Cake Sales, Bazaars, Book Fairs, etc.)	2.4		14.6	52.4	30.5
Other Functions	67.1	9.8	2.4	11.0	9.8

* Table entrees reflect percentages. Each row does not always total 100% due to rounding.

TABLE 2
GET SET DAY CARE VOLUNTEER HOURS AND WORKSHOPS
1976-1977

PROGRAM SITES	Total Number Of Quarters Reported	Volunteer Hours						Workshops			
		Workshop Hours		Class Participation		All Volun. Hours		Educational Workshops		Workshops	
		Total	Mean Per Quarter	Total	Mean Per Quarter	Total	Mean Per Quarter	Total	Mean Per Quarter	Total	Mean Per Quarter
Advent	1	0	0	25	25	223	223	0	0	0	0
Allegheny	1	0	0	120	120	268	268	0	0	0	0
Bartram	1	150	150	7	7	195	195	1	1	4	4
Berean	1	126	126	16	16	151	151	0	0	0	0
Bethune	2	553	277	50	25	1452	726	5	3	9	4
Bright Hope Dunbar	1	2	2	4	4	65	65	1	1	1	1
Calvary Epis	3	30	10	20	7	125	42	1	0	3	1
Childs Mem.	1	75	75	24	24	191	191	1	1	2	2
Church of God	1	0	0	0	0	13	13	0	0	0	0
Clara Baldwin	2	11	6	184	92	385	193	1	1	2	1
Cookman	1	180	180	200	200	680	680	3	3	3	3
Coretta King	2	86	43	22	11	605	303	1	1	4	2
Cornerstone	1	856	856	450	450	2565	2565	4	4	17	1
Corpus Christ	1	655	655	408	408	3183	3183	2	2	12	12
Crucifixion	3	0	0	38	13	312	104	0	0	0	0
Emmanuel (York)	2	0	0	22	11	127	64	0	0	0	0
Emmanuel (Brown)	1	0	0	10	10	110	110	0	0	0	0
Friends Guild	2	24	12	22	11	194	97	1	1	4	2

TABLE 2 (continued)

GET SET DAY CARE VOLUNTEER HOURS AND WORKSHOPS
1976-1977

PROGRAM SITES	Total Number Of Quarters Reported	Volunteer Hours						Workshons			
		Workshop Hours		Class Participation		All Volun. Hours		Educational Workshops		Workshops	
		Total	Mean Per Quarter	Total	Mean Per Quarter	Total	Mean Per Quarter	Total	Mean Per Quarter	Total	Mean Per Quarter
Good News	1	0	0	0	0	71	71	0	0	0	0
Grace Lutheran	1	60	60	75	75	390	390	0	0	2	2
Greater Zion		0	0	0	0	0	0	0	0	0	0
Harrison Plaza	2	44	22	34	17	265	133	0	0	0	0
Haverford	1	0	0	54	54	129	129	0	0	0	0
Holy Cross	2	109	55	160	80	933	467	2	1	5	3
House of Prayer	3	24	8	90	30	601	200	0	0	1	0
Janes Meth.	1	0	0	0	0	360	360	0	0	0	0
Johnson Homes	2	20	10	80	40	297	145	2	1	2	1
Jones Memorial	1	28	28	10	10	70	70	0	0	3	3
Lutheran Settlement	1	0	0	4	4	181	181	0	0	0	0
Macedonia Baptist	2	134	67	90	45	893	447	1	1	5	3
Methodist Church of the Adv.	1	21	21	20	20	68	68	2	2	3	3
Metropolitan	1	150	150	3	3	170	170	1	1	3	3
Moore	2	109	55	50	25	422	211	3	2	9	5
Mt. Pisgah	1	175	175	40	40	485	485	6	6	21	21
Mt. Zion Baptist	1	0	0	90	90	119	119	0	0	0	0
Nebinger	2	3	2	0	0	129	65	1	1	1	1

TABLE 2 (continued)

GET SET DAY CARE VOLUNTEER HOURS AND WORKSHOPS
1976-1977

PROGRAM SITES	Total Number Of Quarters Reported	Volunteer Hours						Workshops			
		Workshop Hours		Class Participation		All Volun. Hours		Educational Workshops		Workshops	
		Total	Mean Per Quarter	Total	Mean Per Quarter	Total	Mean Per Quarter	Total	Mean Per Quarter	Total	Mean Per Quarter
New Thankful	1	0	0	7	7	280	280	0	0	0	0
Open Door	2	4	2	0	0	59	30	1	1	1	1
Reformation Lutheran	1	44	44	60	60	792	792	0	0	2	2
St. Barnabas	2	71	36	9	5	273	137	3	2	9	5
St. Bartholo- mew	1	28	21	144	144	362	362	0	0	5	5
St. Joseph	2	230	115	60	30	770	385	2	1	7	4
St. Matthew	1	25	25	20	20	445	445	0	0	4	4
St. Paul	3	195	65	190	63	1029	343	1	0	7	2
St. Phillip	2	66	33	0	0	147	74	2	1	3	2
St. Stephen	3	29	10	326	109	885	295	3	1	4	1
Sarah Allen	2	150	75	150	75	1216	608	0	0	3	2
Seventh St. Methodist	1	0	0	15	15	90	90	0	0	0	0
Wayland Temple	2	383	192	115	58	1162	581	1	1	13	7
Wilson Park	3	26	9	33	11	152	51	0	0	17	6
Wynnefield	2	501	251	106	53	1333	667	1	1	13	7
YMCA	1	0	0	50	50	140	140	0	0	0	0

APPENDIX F

KINDERGARTEN

Kindergarten children's parents do not have a special parent organization but may join the local school's Home and School Association. This year a Quarterly Parent Involvement Questionnaire was used to document and describe parent involvement: the function of the parent group, the amount of volunteer time, and the number and amount of time spent in workshops. Data were collected from September 1976 through May 1977. The questionnaires were sent to principals and filled out by principals and/or kindergarten teachers. The Kindergartens in District Eight are not included in this report.

The main data reflected the fact that main parent group for Kindergarten was predominately the Home and School Association. The function reported to require a great deal of time was fund raising (see Table 1).

Parents of Kindergarten children were reported to have spent a total of 33,035 hours providing an average of 217 hours per site per quarter (see Table 2). The parents spent 7,035 hours in workshops, or an an average of 46 hours per site per quarter. The parents from the schools were reported to attend between zero and sixty-four educational workshops, yielding an average of less than two per school per quarter.

TABLE 1

Kindergarten
Function of Main Parent Group

	No Response	Not Applicable	Little or No Time	Moderate	Great Deal of Time
Making Input into Policy Decisions, Budget, etc.	3.3*	56.6	25.0	11.8	3.3
Participating in and/or Planning of Educational Activities/Trips	1.3	21.7	25.0	42.1	9.9
Attending Sessions in: Home Economics, Nutrition Home Budgeting, Sewing, etc.	5.3	64.5	21.1	7.9	1.3
Planning Social Activities	2.6	29.6	25.7	36.2	5.9
Fund Raising (Cake Sales, Bazaars, Book Fairs, etc.)	3.3	13.8	16.4	36.2	30.3
Other Functions	46.1	28.9	2.0	11.2	11.8

* Table entrees reflect percentages. Each row does not always total 100% due to rounding.

TABLE 2

KINDERGARTEN VOLUNTEER HOURS AND WORKSHOPS
1976-1977

PROGRAM SITES	Total Number Of Quarters Reported	Volunteer Hours						Workshops			
		Workshop Hours		Class Participation		All Volun. Hours		Educational Workshops		Workshops	
		Total	Mean Per Quarter	Total	Mean Per Quarter	Total	Mean Per Quarter	Total	Mean Per Quarter	Total	Mean Per Quarter
Adaire	1	60	60	0	0	625	625	0	0	4	4
Alcorn	3	46	15	12	4	61	20	5	2	5	2
Allen	2	0	0	20	10	70	35	0	0	0	0
Barry	1	60	60	45	45	113	113	8	8	8	8
Barton	3	0	0	82	27	247	82	0	0	0	0
Benson	3	6	2	0	0	10	3	2	1	3	1
Bridesburg	1	8	8	400	400	603	603	3	3	4	4
Brown Henry	3	37	12	3409	1136	3616	1205	1	0	42	14
Carnell	3	180	60	27	9	414	138	3	1	15	5
Cassidy	2	32	16	54	27	130	65	2	1	2	1
Catharine	1	7	7	360	36	395	395	0	0	3	3
Chandler	1	4	4	60	60	89	89	2	2	2	2
Childs	1	40	40	20	20	116	116	0	0	3	3
Cleveland	3	40	13	110	37	265	88	15	5	15	5
Clymer	1	64	64	0	0	140	140	2	2	2	2
Comly	2	152	76	114	57	558	269	7	4	9	5
Day	2	0	0	140	70	196	98	0	0	0	0
Decauter	3	0	0	908	303	1370	456	0	0	0	0

TABLE 2 (continued)

KINDERGARTEN VOLUNTEER HOURS AND WORKSHOPS
1976-1977

PROGRAM SITES	Total Number Of Quarters Reported	Volunteer Hours						Workshops			
		Workshop Hours		Class Participation		All Volun. Hours		Educational Workshops		Workshops	
		Total	Mean Per Quarter	Total	Mean Per Quarter	Total	Mean Per Quarter	Total	Mean Per Quarter	Total	Mean Per Quarter
Dobson	3	0	0	10	3	30	10	0	0	0	0
Edmonds	2	6	3	93	47	157	79	3	2	3	2
Ellwood	1	8	8	80	80	148	148	1	1	1	1
Emlen	3	518	173	60	20	1371	457	8	3	18	6
Farrell	1	0	0	0	0	100	100	0	0	0	0
Fels	1	0	0	0	0	0	0	0	0	0	0
Finletter	3	4	1	0	0	12	4	1	0	1	0
Fitzpatrick	2	4	2	48	24	52	26	4	2	4	2
Forrest	1	0	0	0	0	0	0	0	0	0	0
Fox Chase	2	6	3	32	16	63	32	2	1	2	1
Franklin	2	0	0	582	291	640	320	0	0	0	0
Hackett	2	64	32	65	33	369	185	6	3	7	3
Hamilton	3	0	0	425	142	425	142	0	0	0	0
Hancock	2	0	0	0	0	0	0	3	2	8	4
Harrington	2	0	0	350	175	431	216	3	2	13	7
Harrity	1	0	0	183	183	277	277	0	0	0	0
Henry	2	0	0	350	175	384	192	0	0	0	0
Hopkinson	3	0	0	650	217	734	245	0	0	0	0
Huey	3	11	4	205	68	290	97	8	3	9	3
Jenks John	1	15	15	10	10	43	43	0	0	1	1
Kinsey	3	0	0	122	41	355	118	0	0	0	0
Kirkbride	3	0	0	0	0	16	5	0	0	0	0
Lamberton	1	0	0	0	0	0	0	0	0	0	0

TABLE 2 (continued)

KINDERGARTEN VOLUNTEER HOURS AND WORKSHOPS
1976-1977

PROGRAM SITES	Total Number Of Quarters Reported	Volunteer Hours						Workshops			
		Workshop Hours		Class Participation		All Volun. Hours		Educational Workshops		Workshops	
		Total	Mean Per Quarter	Total	Mean Per Quarter	Total	Mean Per Quarter	Total	Mean Per Quarter	Total	Mean Per Quarter
Lawndale	1	0	0	0	0	0	0	0	0	0	0
Lawton	3	0	0	1360	453	1445	482	0	0	0	0
Lea	2	30	15	90	45	224	112	64	32	64	32
Levering	2	0	0	0	0	921	46	0	0	0	0
Loesche	2	30	15	174	87	374	187	5	3	5	3
Longstreth	1	650	650	200	200	3150	3150	50	50	100	100
Moore	1	8	8	0	0	38	38	1	1	1	1
Morrison	2	0	0	129	65	284	142	0	0	0	0
Morton	3	24	8	0	0	42	14	9	3	9	3
Olney	2	0	0	162	81	162	81	0	0	0	0
Overbrook	1	0	0	0	0	0	0	0	0	0	0
Patterson	1	0	0	60	60	80	80	0	0	0	0
Pierce, T.	3	71	24	80	27	173	58	0	0	5	2
Penrose	1	30	30	1600	1600	1805	1805	1	1	1	1
Poe	3	14	5	0	0	138	46	3	1	5	2
Pollock	2	4006	2003	50	25	4336	2168	1	1	4	2
Potter	2	160	80	0	0	170	85	5	3	5	3
Powel	3	0	0	128	43	249	83	3	1	3	1

TABLE 2 (continued)

KINDERGARTEN VOLUNTEER HOURS AND WORKSHOPS
1976-1977

PROGRAM SITES	Total Number Of Quarters Reported	Volunteer Hours						Workshops			
		Workshop Hours		Class Participation		All Volun. Hours		Educational Workshops		Workshops	
		Total	Mean Per Quarter	Total	Mean Per Quarter	Total	Mean Per Quarter	Total	Mean Per Quarter	Total	Mean Per Quarter
Powers	2	8	4	20	10	61	31	1	1	3	1
Prince	1	0	0	50	50	60	60	0	0	0	0
Read	2	12	6	0	0	37	19	0	0	6	3
Rhawnhurst	1	0	0	200	200	250	250	0	0	0	0
Richmond	1	0	0	50	50	86	86	0	0	0	0
Rowen	2	20	10	10	5	50	28	6	3	14	7
Sartain	2	26	13	60	30	119	60	8	4	10	5
Sharswood	2	0	0	0	0	0	0	0	0	0	0
Sheridan	1	0	0	0	0	0	0	0	0	0	0
Solis	2	38	19	17	9	108	54	4	2	10	5
Spruance	1	0	0	0	0	18	18	0	0	0	0
Sullivan	1	23	23	908	908	1031	1031	7	7	7	7
Taggart	1	0	0	0	0	0	0	0	0	0	0
Vare	3	0	0	10	3	34	11	0	0	0	0
Walnut	3	3	1	302	101	932	311	0	0	1	0
Walton	3	134	45	140	47	524	175	5	2	5	2
Willard	3	96	32	420	140	574	191	6	2	22	7
Ziegler	3	0	0	514	171	646	215	0	0	0	0

APPENDIX G

PARENT COOPERATIVE NURSERIES

As a cooperative, the Parent Cooperative Nurseries program requires a parent to commit one day per week of their time. Parents are considered as members of the Cooperative and serve as assistants to the teachers. They share in the educational responsibility of educating their children both at home and in school.

Parents are prepared for classroom participation by three day of orientation in September. A handbook for parents (on safety, ways of working with children, and guiding behavior) is distributed, and continuous on-site training is given.

This year a Quarterly Parent Involvement Questionnaire was used to document and describe three major areas of parent involvement: function of parent group, amount of volunteer time, and number of and time spent in workshops. Data were collected from September 1976 through May 1977. The questionnaires were distributed by Supervisors and filled out by teachers. For the purpose of this study, the required time was treated as parent volunteer time. The average amount of parent time spent in this program, of course, far exceed amounts in all other programs.

According to the data, Parent Center committees spent a great deal of time planning educational activities and making input into policy decisions (see Table 1).

Parent Cooperative Nurseries had a total of 87,486 parent volunteer hours reported with an average of 1,652 hours per center per quarter (see Table 2). Classroom participation accounted for 49,302 hours with an average of 930 hours per center per quarter (see Table 2). Parents gave most of their time to classroom participation and to attending workshops. A second level of emphasis was given to attending general meetings, helping with class trips, and doing volunteer work at home. The least time was spent on planning policy.

A total of 14,095 parent hours were spent on workshops providing an average of 266 hours per center per quarter. These workshop hours included 177 educational workshops with an average of three workshops per center per quarter. The total number of workshops for the program was 535 with an average of ten workshops per center per quarter (see Table 2).

TABLE 1

Parent Cooperative Nurseries
Function of Main Parent Group

	No Response	Not Applicable	Little or No Time	Moderate	Great Deal of Time
Making Input into Policy Decisions, Budget, etc.			5.6*	53.7	40.7
Participating in and/or Planning of Educational Activities/Trips				29.6	70.4
Attending Sessions in: Home Economics, Nutrition Home Budgeting, Sewing, etc.		3.7	27.8	50.0	18.5
Planning Social Activities			18.5	53.7	27.8
Fund Raising (Cake Sales, Bazaars, Book Fairs, etc.)		25.9	35.2	25.9	13.0
Other Functions	40.7	9.3		14.8	35.2

* Table entrees reflect percentages. Each row does not always total 100% due to rounding.

TABLE 2

PARENT COOPERATIVE VOLUNTEER HOURS AND WORKSHOPS
1976-1977

PROGRAM SITES	Total Number Of Quarters Reported	Volunteer Hours						Workshops			
		Workshop Hours		Class Participation		All Volun. Hours		Educational Workshops		Workshops	
		Total	Mean Per Quarter	Total	Mean Per Quarter	Total	Mean Per Quarter	Total	Mean Per Quarter	Total	Mean Per Quarter
Bustleton	2	1212	1849	1595	798	3697	1849	9	5	23	12
Cheltenham	3	284	859	1560	520	2577	895	9	3	17	6
E. Germantown	1	228	871	371	371	871	871	6	6	12	12
Fox Chase	3	860	1846	3000	1000	5539	1846	5	2	13	4
Frankford	3	1201	295	6660	2220	8858	2953	11	4	31	10
Junod	3	1098	2701	6084	2028	8104	2701	10	3	29	10
Kensington	3	836	3408	5019	1673	10225	3408	6	2	21	7
Logan	2	960	1511	1104	552	3021	1511	5	3	16	8
Luzerne	3	884	1500	3040	1013	4499	1500	40	13	73	24
Mayfair	3	318	1020	1842	614	3059	1020	5	2	11	4
Mt. Airy	3	984	1836	2840	947	5509	1836	9	3	19	6
Oak Lane	2	560	1222	1368	684	2444	1222	3	2	13	7
Overbrook	3	960	2493	3960	1320	7480	2493	12	4	16	5
Roxborough	3	844	1314	1658	553	3943	1314	12	4	33	11
St. Matthias	3	626	920	1284	428	2761	920	3	1	22	7
St. Peters	3	146	240	342	114	720	240	6	2	140	47
St. Simons	3	880	149	2235	745	4472	1491	9	3	18	6
Thornton	3	86	890	1500	500	2671	890	2	1	6	2
Trinity	1	148	482	312	312	482	482	1	1	2	2
Vogt	3	978	2205	3528	1176	6614	2205	14	5	20	7

APPENDIX H

PREKINDERGARTEN HEAD START

Parent involvement in Prekindergarten Head Start is mandated by federal guidelines. To organize and channel this involvement, there is a Center Parent Committee, an Area Parent Committee, and a City-wide Parent Committee.

The Quarterly Parent Involvement Questionnaire was used to gather data about three major aspects of parent involvement: the function of the center level parent group, the number of volunteer hours, and the number of workshops. Data were collected for three quarters from September 1976 through May 1977. The questionnaires were filled out by Head Start Parent Coordinators or Parent Involvement Workers.

According to the data, the parent center committees were found to spend a great deal of time participating in educational activities, doing fund raising, and planning social activities (see Table 1).

Head Start parents volunteered a total of 33,903 hours yielding an average of 1,883 hours per center. Parents spent 17,827 hours in classroom participation providing an average of 990 hours per center per quarter (see Table 2). The parents gave most of their time to classroom participation and attending general meetings. A second level of emphasis was given to attending workshops, doing volunteer work at home, and helping with class trips. The least time was spent in planning policy and doing other activities.

A total of 3,954 parent hours were spent in workshops with an average of 220 hours per center per quarter. Of these, most were health related workshops. There were sixteen educational workshops with an average of two educational workshops per center (see Table 2).

TABLE 1
Head Start
Function of Main Parent Group

	No Response	Not Applicable	Little or No Time	Moderate	Great Deal of Time
Making Input into Policy Decisions, Budget, etc.	1.9*		3.8*	47.2	47.2
Participating in and/or Planning of Educational Activities/Trips				17.0	83.0
Attending Sessions in: Home Economics, Nutrition Home Budgeting, Sewing, etc.			22.6	47.2	30.2
Planning Social Activities			3.8	26.4	69.8
Fund Raising (Cake Sales, Bazaars, Book Fairs, etc.)			1.9	22.6	75.5
Other Functions	56.6		7.5	9.4	26.4

* Table entries reflect percentages. Each row does not always total 100% due to rounding.

TABLE 2

HEAD START VOLUNTEER HOURS AND WORKSHOPS

1976-1977

PROGRAM SITES	Total Number Of Quarters Reported	Volunteer Hours						Workshops			
		Workshop Hours		Class Participation		All Volun. Hours		Educational Workshops		Workshops	
		Total	Mean Per Quarter	Total	Mean Per Quarter	Total	Mean Per Quarter	Total	Mean Per Quarter	Total	Mean Per Quarter
Bethel	3	421	140	1830	610	3254	1085	9	3	38	13
Darrah	3	146	37	1726	432	2755	689	0	0	31	8
Drew	3	55	28	638	319	1175	578	0	0	19	10
Duckrey	3	19	6	1295	432	1914	638	0	0	20	7
Fitler	3	398	133	792	264	1786	595	0	0	30	10
Fitler/Kelly	3	63	21	500	167	859	286	0	0	23	8
Fulton	3	401	134	1251	417	2104	701	0	0	26	9
Gtr. Mt. Olive	3	225	75	1431	477	2660	887	9	3	35	12
Hartranft	3	519	173	1479	493	3110	1037	0	0	29	10
Ludlow	3	100	33	405	135	846	282	0	0	20	7
McMichael	3	99	33	444	148	1048	349	3	1	25	8
Most Prec. Blood	3	305	102	1676	557	3159	1053	1	0	31	10
Our Lady of Mercy	3	995	332	799	266	3363	1121	5	2	35	12
Peace Lu- theran	3	57	19	1065	355	1569	523	0	0	29	10
St. Francis De Sales	3	54	54	133	133	492	492	3	3	13	13
St. John Methodist	3	21	5	654	164	1207	302	0	0	25	6
St. John U.	3	30	10	1149	383	1713	571	0	0	22	7
Stanton	3	46	15	560	187	889	296	0	0	26	9

APPENDIX I

PRIMARY SKILLS

The Primary Skills Program has no program sponsored parent group, but parents may participate in the local Home and School Association. A Parent Scholarship Program is the part of the Primary Skills Program in which parents receive five hours of training and a stipend for classroom participation.

This year The Quarterly Parent involvement Questionnaire was used to document and describe three aspects of parent involvement: function of parent group, amount of volunteer time, and number of workshops. Data were collected from September 1976 through May 1977. The questionnaires were completed by Resource Teachers.

According to the data, the parents whose children are in the Primary Skill Program participate in Home and School Associations. The function which took a great deal of time was fund raising (see Table 1).

Parents of children in the Primary Skills Program volunteered a total of 33,038 hours providing an average of 674 hours per site per quarter. Classroom participation reportedly, was given a total of 17,263 volunteer hours which averaged to 352 hours per site per quarter (see Table 1). Parents volunteered most of their time to participation in the classroom and attending workshops. There second level of emphasis was attending general meetings, doing other activities, and helping on class trips. The least time was volunteered to doing volunteer work at home and planning policy.

A total of 8,713 hours were spent in workshops with an average of 17 hours per site per quarter. These workshop hours included 222 educational workshops with an average of five workshops per site per quarter. The total number of workshops for the program was 343 with an average of seven workshops per site per quarter (see Table 2).

TABLE 1

Primary Skills
Function of Main Parent Group

	No Response	Not Applicable	Little or No Time	Moderate	Great Deal of Time
Making Input into Policy Decisions, Budget, etc.		61.2*	24.5	14.3	
Participating in and/or Planning of Educational Activities/Trips		24.5	34.7	36.7	4.1
Attending Sessions in: Home Economics, Nutrition Home Budgeting, Sewing, etc.		57.1	28.6	14.3	
Planning Social Activities		14.3	36.7	36.7	12.2 .
Fund Raising (Cake Sales, Bazaars, Book Fairs, etc.)			12.2	49.0	38.8
Other Functions	67.3	12.2			20.4

* Table entrees reflect percentages. Each row does not always total 100% due to rounding.

TABLE 2

PRIMARY SKILLS VOLUNTEER HOURS AND WORKSHOPS

1976-1977

PROGRAM SITES	Total Number Of Quarters Reported	Volunteer Hours						Workshops			
		Workshop Hours		Class Participation		All Volun. Hours		Educational Workshops		Workshops	
		Total	Mean Per Quarter	Total	Mean Per Quarter	Total	Mean Per Quarter	Total	Mean Per Quarter	Total	Mean Per Quarter
Blaine	3	30	10	450	150	531	177	10	3	10	3
Comegys	3	943	316	3495	1165	4612	1537	22	7	56	18
Heston	3	27	9	450	150	522	174	9	3	9	3
Jackson	3	322	107	618	206	1196	399	14	5	14	5
Jefferson	3	41	14	461	154	959	320	13	4	14	4
Meredith	3	54	18	74	25	381	127	10	3	23	7
Stearne	3	90	30	80	27	218	73	6	2	6	2
Crispin	3	92	31	1156	385	2390	797	14	4	12	3
Disston	3	493	164	1258	419	5620	1873	17	6	21	7
Douglas	3	520	173	3250	1083	3770	1257	30	10	30	10
Fairhill	3	2581	860	10	3	2626	875	10	3	15	5
Holmes	3	287	96	1560	520	1931	644	12	4	41	14
Lingelhach	2	48	24	100	50	209	105	5	3	18	9
Morris	3	640	213	4000	1333	4640	1547	30	10	30	10
Sheppard	3	2348	783	0	0	2421	807	10	3	23	8
Steel	3	27	14	96	48	257	129	4	2	12	4
Webster	3	165	55	205	68	755	252	6	2	6	2